

## President's Message

**Gwen Coe**

**Dear OMEP Members:**

We enjoyed many rewarding professional experiences this past year. OMEP-USNC members attended and presented at the World Congress in Melbourne, Australia, in July. Kate Kolchin, our representative to the United Nations, was recognized by our organization for her outstanding advocacy efforts on behalf of children. We also want to thank Dr. Cathy Mogharreban for her many years of service as our treasurer and welcome our new Treasurer, Dr. Milly Cowles ([mcowles@bellsouth.net](mailto:mcowles@bellsouth.net)). Questions about membership should now be directed to Dr. Cowles.

Several OMEP-USNC members co-authored articles in Young Children's International Issue, September, 2004. You can find these articles at [naeyc.org](http://naeyc.org). Click on Beyond the Journal (BTJ). In October, the Online Interest Forum-Children's Global Issues was launched on the NAEYC website. For more information and to join the Interest Forum go to [naeyc.org](http://naeyc.org) and click on Interest Forum. You must have an NAEYC membership number to login.

Our myriad of activities at NAEYC were a resounding success. OMEP-USNC and NAEYC worked collaboratively to offer an International Film Festival at the fall conference in Anaheim. Because of the efforts of

many OMEP-USNC members and the leadership of Edna Ranck and Carol Darcy, it was a "standing room only" event. We are planning to offer the same type of program in Fall 2005. The International Coffee Hour and Poster Session in Anaheim were very well attended and featured ten outstanding submissions. Regrettably, last year also marked the passing of Gordon Klopff, an honorary life member of OMEP-USNC.

The toy lending library in Haiti that our organization supports has reopened and Leah Adams, North American Vice President, is sharing the progress with the Board members. We are looking forward to the World

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### Message from the Editor

Children in a New York child care center after "9-11" were seen to reenact the disaster in their block play. Instead of knocking the towers down violently, they rescued doll figures hidden in the blocks. The message they seemed to want to commit to memory through practicing it in play was hopeful and empowering. In order to cope with dramatic change, they changed the ending. In the end, that is the whole point of hope.

*Continued on page 3*

*The website has loads of interesting information about OMEP events! You can also contact our webmaster, Nancy Quisenberry, by sending her a message from our website to give her your news, thoughts and ideas. Or contact her directly at [nancyq@siu.edu](mailto:nancyq@siu.edu)  
Web Address: <http://omep-usnc.org>*



*Newsletter Editor:  
Lita Haddal  
WI Child Care  
Information Center  
Send all submissions  
and correspondence to  
[lita.haddal@dpi.state.wi.us](mailto:lita.haddal@dpi.state.wi.us)*

## OMEOP Breakfast at ACEI Annual Conference

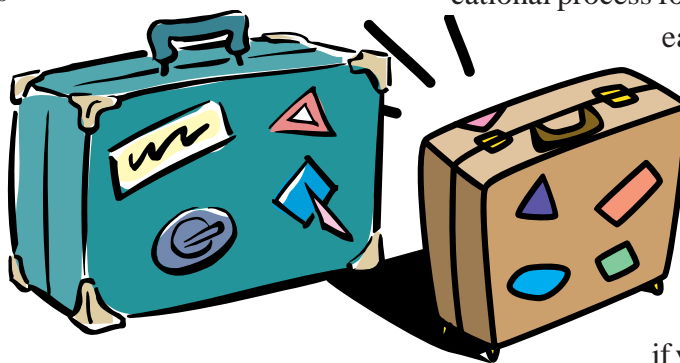
The Association for Childhood Education International (ACEI) Annual International Conference and Exhibition takes place March 23-26, 2005 at the Grand Hyatt Washington, Washington, DC. This year's conference theme is: *The Future of Our Education: Government, Pedagogy and Practice*.

OMEOP-USNC annually hosts a breakfast at the conference. This year the breakfast will take place on March 25, from 7:30 a.m.- 8:30 a.m. in the Marriott Ballroom.

Lita Haddal, OMEOP-USNC Board Member representing the Great Lakes Region and Editor of the OMEOP-USNC Newsletter, will be this year's speaker. Mrs. Haddal is a resident of both the USA and Norway. She will inspire us for the upcoming OMEOP World Congress in northern Norway in 2006 through slides and personal reflections from her many years working in Norwegian child care centers.

Norway is a leader in promoting and applying the UN Convention on the Rights of the Child by appointing an ombud for children and legislating the CRC into Norwegian law.

For more information on the ACEI Annual Conference and Exhibition, visit [www.acei.org](http://www.acei.org) or phone, (800) 423-3563.



## Letter from Cuba

Havana City  
January 20th, 2005

Dear Colleagues:

On behalf of the Cuban Organizing Committee and myself, I would like to invite you to participate in the Seminar of the World Organization for Preschool Education (OMEOP) and the 7th International Meeting on Initial and Preschool Education of the Latin American References Center for Preschool Education (CELEP) to be held in the Havana International Conference Center from July 10th to 15th, 2005, in Cuba.

As with previous Seminars of OMEOP, we will keep great emphasis on the scientific program quality, inviting well-known national and international professors to enrich each other, our own experiences, and increase collaboration.

This important event will allow the discussion, sharing and exchanging of ideas between professionals from all over the world about the educational process for the development of the early childhood: Its relevance and quality.

We hope to count on your attendance in July 2005, in Havana, Cuba, and we will appreciate hearing from you if you are interested.

Best Regards,  
Idania Vega Fernández  
Promotional Specialist  
Havana Conference Center

For further information visit our website [www.loseventos.cu/omep2005](http://www.loseventos.cu/omep2005)  
(To receive a copy of the preliminary program in English, contact OMEOP-USNC newsletter editor).

## Presidents Message

*Continued from page 1*

Forum in Montreal in May and the OMEP conference in Cuba in July. Lillian Katz and Leah Adams have been researching the regulations for gaining permission to travel to Havana. We will send an informational note to all interested members by e-mail as we learn more.

Please continue to share the successes of OMEP-USNC and recruit new members. We have established several committees and have many ways for each of you to participate more actively in the organization.

Gwendolyn Coe  
[coe@uwplatt.edu](mailto:coe@uwplatt.edu)

OMEP-USNC President

## Development & Awards Chair

The Development & Awards Committee met in November, 2004. The committee is proposing a three-year structure for awards. The proposal will be brought before the full Board for approval at the OMEP-USNC Spring Board Meeting in Washington, DC. They are also in the process of contacting potential award donors and request help from OMEP members in suggesting persons or entities to contact. Please send the information to:

Dr. Blythe Hinitz

Email: [hinitz@tcnj.edu](mailto:hinitz@tcnj.edu)

Fax: (609)637-5197, Attn: Dr. Hinitz

## Message from the Editor

*Continued from page 1*

Few stories of disaster are as well known as the story of Noah and the massive flood which took him, his family and many pairs of animals off on a 40-day and 40-night voyage which must have tested their coping skills greatly. Even when the endless rain ceased, the boat was adrift in unknown territory with no familiar past and no understandable future in sight. A sign of hope given to Noah then was a leaf, which meant that the waters were abating and land would once again appear. The green leaf signified growth and renewal and hope for a better day.

This ancient story feels particularly relevant after the December 2004 tsunami in South Asia and the sweeping losses suffered there by people from over 40 different countries. The outpouring of sympathy from around the world includes offers to help rebuild, demonstrating that crisis carries with it the element of opportunity and renewal.

We have the opportunity to bring the green leaf of hope to thousands of children in South Asia by participating now in the worldwide OMEP appeal for funds to rebuild early childhood programs in the regions struck by the tsunami. Please carry our OMEP-USNC appeal letter to the networks and organizations you access locally and nationally. Ask your workplace and colleagues to support it. Seek the help of students, parents and politicians. There is no dictated activity involved in this fund drive; be it a bake sale, carwash, or a phone or email campaign- write a check to OMEP-USNC and mail it to OMEP-USNC Treasurer Milly Cowles by March 20.

Let's do our best to change the ending for the children.



*-Lita Haddal, editor*

## A Farewell from the Treasurer

After 6 wonderful years of serving OMEP-USNC as Treasurer, it is time to turn the coffers over to our newly elected Treasurer, Milly Cowles. It has been a privilege to work with so many dedicated professionals in a stellar organization with such worthy aims. I have had the opportunity to learn so much about the U.S. National Committee, about world projects, and about the OMEP friends whom I have become so very fond of. I leave the position with mixed emotions, but I know that we are in very good hands.

There are three thoughts that I would like to leave with our members. First, find ways to be active in OMEP - the rewards are so much greater than merely professional. Second, recruit friends and colleagues to OMEP-USNC; there is strength in numbers and our future depends on our growth. Third, be proud of the unique nature of this organization. Our mission, our structure and our tenacity make us truly unique. We do make a difference!

Thank you to all of the Executive Board members with whom I have worked over the years. Your experience, support and good sense were invaluable to me; and your friendships, priceless. Please join me in welcoming Milly Cowles as the 2005 Treasurer of OMEP-USNC and promise our support to her as she takes on this complex and challenging position.

With love and commitment to our world's children,

Cathy Mogharreban,  
Treasurer 1999-2004

## Newsletter Editor

In September, 2004, I accepted the job as editor of the OMEP-USNC Newsletter for the next 4 issues. Due to problems with labels and delivery, many OMEP members did not receive newsletters in 2003-2004. Therefore, the Fall Issue contained core materials from previous issues and an updated list of Board Members. To make the newsletter truly useful to readers, I need to have input from all members around the country. They should submit materials of any length in the following categories:

- Articles they have written themselves
- Pertinent news of members
- Articles authored by others
- Project and initiative ideas
- Photos in jpg format
- Inspirational and humorous quotes, prose or poetry
- Dates of importance

I intend to have an updated list of international meeting and conference opportunities in each issue. Hopefully, by finding the newsletter a reliable source of current information, members will come to contribute news to the editor as they hear of it.

Lita Haddal  
[lita.haddal@dpi.state.wi.us](mailto:lita.haddal@dpi.state.wi.us)  
OMEOP-USNC Newsletter Editor

*I have a simple philosophy;  
Fill what's empty,  
Empty what's full,  
Scratch where it itches.*

*-Alice Longworth Roosevelt*



From December 2003 through July 2004, I resided in Moss, Norway, where I worked with county-run child care centers as a staff developer and liaison between staff and county administration. I was unable to attend any OMEP-USNC meetings during that time.

### **Contacts and publicity opportunities**

~ I wrote an article on my work in Norway which was accepted by NAEYC for its on-line publication *Beyond the Journal*, appearing concurrently with the fall issue of *Young Children*, also focusing on international education.

~ Through the free screen saver on Children's Rights (Based on UNICEF's photo poster series to remind all of the need everyday to remember children's rights, this can be accessed at <http://www.unicef.org/crc/screen.htm>), I have made contact with people passing by my work area whose interest has been captured by the images. They have requested ordering information and information regarding OMEP.

~ I met Norway's Ombudsman for Children, attended one Early Childhood Conference, and spoke with teacher educators from several early childhood teacher training institutions. Bearing in mind that the OMEP World Assembly will be taking place in Norway in 2006, I hope these contacts and our friendships with OMEP members in Norway can be of use to OMEP-USNC members who will attend.

### **OMEP-USNC Children's Day**

OMEP-USNC Children's Day is to be an annual event. Together with Dorothy Sailor and Gwen Coe, I have worked to increase the amount of promotional materials avail-

able to disseminate regarding OMEP-USNC Children's Day, November 20. As in 2003, I compiled a packet of activity ideas and resources for parents, child care providers and teachers to use to inform and inspire their communities to value children. Nancy Quisenberry will be posting these materials on the OMEP-USNC website. An electronic version in PDF format can be e-mailed by request.

### **NAEYC - OMEP Poster Session**

#### **November 12, 2004**

Johnetta Morrison and I organized the 2004 OMEP-USNC Poster Session on the theme, "The Young Years: Zero to Three, Preschool and Primary Care and Education", to take place in Anaheim, CA, on November 12,

2004, at OMEP's International Social Conversation (Coffee) Hour at the NAEYC Annual Conference. Johnetta issued the call for proposals and fielded questions, while I compiled and printed the session program. 10 presenters, from the US and Korea, will be featured at the OMEP-USNC 2004 Poster Session. The content of this

year's poster session reflects global engagement in the quality of childhood education on the part of the presenters who have done significant research.

### **Other OMEP commitments**

- ~ Film festival committee
- ~ OMEP-USNC Newsletter Editorship

### **Lita Haddal -Region 2 Representative**

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**GREAT  
LAKES  
Indiana  
Illinois  
Michigan  
Ohio  
Wisconsin**

## **Regional Report - Region II**



"Hurray for the children, please join in today,  
Our hope and our spirit chase trouble away.  
Our work is important, our play helps us grow  
Through storm or through sunshine, together we go."

— *Children's Day Song*, Lita Kate Haddal, 2003

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202-333-4146

[www.omep-usnc.org](http://www.omep-usnc.org)

Hi to OMEP-USNC Members in Region III:

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By now you're well into another season for early childhood education and care (ECEC) and all its international aspects. Here's your chance to learn more about what's going on and to share your feed-back with colleagues about what you're doing with and for young children the world over. Feel free to share this to colleagues and, at the same time, urge them to become members of OMEP-USNC!

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1. **Voting for OMEP-USNC officers.** Ballots for the annual election arrive in late summer. Please return your postcard ballot as soon as you get it. And think about running for an OMEP-USNC office yourself. Send me information about your interest and I'll forward your name to the Nominating Committee.
2. **The NEW OMEP-USNC Newsletter.** Thanks to Gene Geist, the out-going editor, and Lita Haddal, the new editor, OMEP members have a wonder-ful newsletter that has been emailed to all members with email addresses. Don't miss a word. See the schedule of OMEP-USNC events at NAEYC. Read about Region III and its special fund awards. Let me know if you haven't received yours with a reply email.
3. **Children's Day – the 20<sup>th</sup> of every month.** Please observe this monthly holiday and let me and your colleagues know what you've been doing on this auspicious holiday. In our daily existence, we get caught up in routine activities. From time to time, look beyond your own 4 walls and do something exciting for the children throughout the world. Check the OMEP webpage for more information.
4. **GLOBAL ISSUES.** Visit the NAEYC website [www.naeyc.org](http://www.naeyc.org) and join the new Community website for "global children's issues." This online chat room offers regular opportunities to discuss global concerns with colleagues. On the NAEYC webpage, click on "members-only" and then on "log-in." **Enter your NAEYC Member ID as your log-in ID.** It's on your NAEYC membership card and the label on your *Young Children*. **Enter your first name up to 10 characters as your password.** Click on Login. Find "NAEYC Interest Forums. Click on the link "Join the Discussion." Just in case, NAEYC tells you what to do if you have a problem.

5. **NAEYC Annual Conference** – OMEP-USNC has numerous activities planned during the annual NAEYC conference. This is the event that houses our annual fall meeting. A schedule of OMEP-USNC activities will be in the newsletter and will also be listed in the NAEYC Final Program. Here are some highlights:
- **CHILDREN’S FILM FESTIVAL** – *Viewing the world’s future: A festival of children’s films that’s a joint effort of OMEP & NAEYC! Six hours of a variety of films for parents, professionals and friends of children everywhere!*
  - **GLOBAL PERSPECTIVES** – Seminars from the November 2004 conference in Anaheim, CA: (1) *Educational challenges and needs in Jamaica* (planned by OMEP-USNC) and (2) *Making the world your community: using your early childhood skills globally.*
  - **GLOBAL ALLIANCE RECEPTION & OMEP-USNC INTERNATIONAL RECEPTION & POSTER EVENT** – held simultaneously on Friday evening.
  - **CHILDREN’S GLOBAL ISSUES** – A face-to-face meeting of people committed to early childhood issues and programs around the world who meet on-line in the chat room provided by NAEYC.
6. **Journal Articles on Global ECE:** Two prominent ECEC professional journals have devoted their September issues to global ECE topics.
- Young Children*, NAEYC, September 2004, *Young Learners Around the Globe*. Many articles are by your OMEP-USNC colleagues.
- Childhood Education*, ACEI, *International Focus Issue 2004*.

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**Write a reply email to share what you and your colleagues in Region III are doing to share information with colleagues, staff, parents and children about their role in the global early childhood community. Thanks for your contributions.**

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#### **Edna Runnels Ranck - Region 3 Representative**

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## **SOUTH- WEST**

**Arizona  
California  
Colorado  
Hawaii  
Nevada  
New  
Mexico  
Utah**

# **Regional Report - Region VIII**

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**USNC-OMEP**

I did not make any personal contact with members in my region as I just did in the spring. Instead, I plan to try a different approach to promote OMEP and recruit new members. I will be presenting a session entitled "Early Childhood Education from a Global Perspective" next March at the California Association for the Education of Young Children Conference in Sacramento. I will share my experience attending the XXIV World Congress in Melbourne along with my other experiences networking with early childhood colleagues in other parts of the world. I have saved some XXIV World Congress mementos and collected some OMEP flyers, brochures, booklets, and other publications to share with session attendees. By discussing the issues explored at the XXIV World Congress, such as children in difficult circumstances, innovation in service delivery, indigenous children's needs and services, and children's health and social services, I intend to point out that we early educators all over the world are facing similar issues and tackling the same challenges but we also share the same love and mission of our work. My objectives are two-fold: 1) to bring the organization of OMEP to the attendees' awareness; and 2) to encourage them to look beyond their immediate world and think globally. I believe that thinking globally would help early educators put things in a different and better perspective.

### **Amy Lin Tan - Region 8 Representative**

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## **Region I**

**NORTHEAST  
Connecticut, Maine,  
Massachusetts,  
New Hampshire,  
New York, Rhode  
Island, Vermont**

*Dear Northeast Region I,  
I have, unfortunately, not yet had contacts from my region! However, I did travel to Thailand in October where I had a chance to meet faculty who had been to one of the OMEP meetings.  
Sincerely,  
Alicia*

In October 2004, Alicia Pagano, Associate Professor of Education at New Jersey City University was invited to be a Visiting Professor at the Queen Rambhai Bharni Rajabhat University in Chantaburi, Thailand. While at the university she led seminars with faculty and administrators which focused on program curricula, current educational issues, and strategies for success in the United States and Thailand. She visited the university's preschool demonstration school and was impressed with the quality of educational materials and the program of the school. She visited a public kindergarten and elementary school in Chantaburi and noted that the public school was well-equipped for a child-centered program. Upon leaving the university she traveled to the north. At Chiang Mei University she was an invited guest at the gala opening of an international art show with artists from Thailand and Vietnam. Throughout her month-long travels in Thailand, she was greatly impressed by the respect that people showed for one another.

### **Alicia Pagnano - Region 1 Representative**

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OMEP-USNC is sad to report the passing of Dr. Marjorie W. Lee, longtime OMEP, NAEYC and NAECTE member and past NAECTE National Vice President for Membership, in Chicago on Wednesday December 1, 2004.

Marjorie Ann Washington Lee was born in 1938, in Washington, DC, the oldest of six siblings. Marjorie attended the segregated D.C. public school system. She was accepted into the prestigious Paul Lawrence Dunbar High School, graduating in 1956. Always proud of having attended Dunbar High, Marjorie would talk of how the teachers of the era sought to prepare the students for leadership, speaking to them in terms of the things which they would accomplish after they graduated from college.

In 1995, she married Frank Lee and they had one son. After completing college, battling poor finances and the prevailing social bias against married women pursuing a career, Marjorie worked as a first grade teacher. When Project Head Start began as a test program, she signed on as a teacher the first summer. In 1967, when the D.C. public schools professionalized their preschool program with all certified teachers, she began working as a preschool teacher. She earned her M.Ed. in 1970, serving an assistantship under Dr. Bernard Spodek, and her Ph.D. in 1980, both from the University of Illinois.

Dr. Marjorie W. Lee worked for twelve years at Howard University, Washington, DC, before going to National-Louis University in 1992 as Professor of Early Childhood Education. At National-Louis, Dr. Lee worked as Director of the Leadership and Advocacy program and ended her career as Chair of the Department of Early Childhood Education. Marjorie traveled extensively throughout the US as well as to England, Denmark, Canada, Israel, India, and Australia. Dr. Lee loved being an educator; she loved her students and had tremendous respect and affection for her colleagues. In her forty-two years as a professional in the field of education, her favorite job was guiding students through to completion of their degree programs, which she did as a professor for twenty-four years.

A funeral service was held at the Kendrick Memorial Missionary Baptist Church, Chicago, where her son Rev. Frank Lee is the pastor.



Dr. Blythe Hinitz with Dr. Marjorie Lee at the 2004 OMEP World Congress in Melbourne, Australia.

## In Memoriam



*I am sorry that I am unable to attend and it will be the first USNC Board meeting I have missed in quite some time. I leave for Bangkok on November 12 and will be out of the country for 38 days, so it is impossible to make a whirlwind trip to Anaheim. I will be meeting with OMEPS groups in six countries during the journey. I'll report on those events when I see you in the spring. I wish you a productive meeting and great success with your many USNC conference activities.*

### WORLD OMEPS

#### World Executive Committee:

The World Executive Committee will meet in Santiago, Chile April 1 - 7, 2005. It is good news that we will be able to hold a Spring Executive Committee meeting since the meetings are always very busy. We were all concerned about trying to do the work via email. It has been made possible by the Chilean OMEPS Committee. They are sponsoring a conference to make money to (hopefully) cover the airfare of the Executive Committee members. Each of us will speak at the conference.

#### World OMEPS Congress/Assembly:

2004: The World Assembly in Melbourne was a fantastic event. Although many registrations came in at the last minute, they reached a large enough number to more than meet expenses. I have not yet heard just how much will be given to World OMEPS. It is expected to be less than what World OMEPS had budgeted as income from the conference, but it is marvelous that OMEPS Australia did not have to face a financial loss. The Australian Committee put an incredible amount of work into the event and deserve our highest praise for creating such a top quality conference.

The new Constitution was approved. Changes include the naming of the annual meeting the World Assembly, rather than having two years of World Council meetings plus a "seminar" or conference, with a World Assembly held triennially. Now the annual event is to be called the World Assembly. However, it may take a while for that semantic change to work its way into OMEPS conversation and print materials.

2005: The World Council and Conference will be held at the Palacio de Convenciones in Havana, Cuba. The Executive Committee will meet July 10, the World Council will meet July 11 and 12, and the Seminar (Conference) on July 13, 14, 15. So far as I know, there is no active website about the conference and I have not received any information with date of submission for papers. I have requested same and will pass it on to the USNC board when it is received. Note: at this moment, the permission to travel to Cuba is not available to US citizens but that situation could change before July 2005. As the saying goes, stay tuned. Some current information can be found at:

<http://www.treas.gov/offices/enforcement/ofac/>

2006: OMEPS World Assembly will be in northern Norway.

2007: Mexico City. OMEPS Mexico is planning to make this a special event, following the old pattern of a large, more comprehensive conference every third year.

### NORTH AMERICA & CARIBBEAN

I remain in close contact with OMEPS Canada and write a column for each newsletter. The Canadian committee remains active with several commendable projects ongoing. President Jacqueline Theriault shared their newly printed Alphabet Primer (in French only) at the World Council in Melbourne. Jacqueline reports that they are presently working on a new project for Haiti. (The project is not an OMEPS-Haiti sponsored project). This new group is endeavoring to equip a certain number of libraries in the poorer areas of the country, not only Port-au-Prince. They will collect French books for children from 6 to 12. Haiti's Consulate General in Montreal will take care of the transportation.

They have recommended that World OMEPS form a partnership with Centre of Excellence for Early Childhood Development at Université de Montréal. The Centre focuses on the promotion of recent research in early childhood development. The (potential) OMEPS contact per-

son at the Centre is at ease with all three official OMEP languages.

The secretary of OMEP Haiti, Ghyslaine Rochelin, reports that their members are safe and sound after the recent tropical storms, since they reside primarily in the Port-au-Prince area. However, in other areas of Haiti the flooding caused by the storms resulted in a high number of deaths. OMEP Haiti held the first meeting for the new school year on October 1. The toy library had to be closed due to lack of funds but they are going to try to reopen. She promised to keep us informed of their progress.

#### *Good News Note:*

Those of you who attended the World Congress and Assembly in Melbourne know that Joan Waters, Vice President for Asia and the Pacific, suffered an unfortunate fall on the next to the last day of the conference. Her leg was broken right below the hip and very serious surgery and many weeks of rehabilitation were required. She reported early October that she was off of crutches and getting around quite well. I had a recent email asking for information about the '99 Symposium for a (new) OMEP book that she is writing, so she is not letting the mishap slow her down too much. I'm sure you rejoice with me over her wonderful progress.

#### *Global Alliance*

World OMEP is still considering the option of joining NAEYC's Global Alliance. At the Executive meeting prior to World Council in Melbourne, Selma said the World Council would discuss the issue but not make a decision. The Executive Committee also discussed it in the meeting after the end of the conference. At that time Selma said we should formulate questions and asked that Executive Committee members send them to her. (Only 4 members were present at that final meeting: Graciela Rodriguez (Latin American VP) had left, Nirmala Rao (Treasurer) was unable to attend the meetings in Melbourne, and Joan was in the hospital.)

Many questions were raised and they serve as a good reminder that things are not always seen through the same (e.g. our American) eyes. Rather than attempt to summarize them, I will attach the total list as sent to the Executive Committee members by Selma's secretary. I assume that the list was forwarded to Mark Ginsberg at NAEYC, but as of the writing of this report, do not have word that the list had been sent to him.

### **HAITI UPDATE!**

A recent message from OMEP Haiti secretary Ghyslaine Rochelin included the good news that the OMEP toy library in Haiti has reopened. It was closed for a period of time due to a lack of operating funds. The person in charge, Mrs. Dorvil, was able to solicit help from the neighborhood and they are now serving about 70 children who from 8 - 11 a.m. Monday, Wednesday and Friday. Because of the large number of children, the assistants keep some of them outside for an about an hour while the others are inside, and then they switch. The message also indicated that the members of OMEP Haiti are trying to reevaluate their organization. They will be holding a recreational day in March as a fund raiser for the Toy Library. I know that you all join me in wishing them well as they continue to face the lack of security and the difficult economic situation in their country.

I was privileged to visit with OMEP members during recent visits to Kuala Lumpur, India, and Cape Town. I also met with former members in Bangkok who hope to get a National Committee going again and back into our world organization. Such visits remind one that we are truly an international organization and how much we share our common goals for young children and their education.

Information about the July 2005 World Congress can be found on the OMEP website at [www.omep.org.uk](http://www.omep.org.uk). It is hoped that there will soon be a special website in English. At the time that I am writing this information for you the only site sponsored by Cuba OMEP is in Spanish. You will notice that the OMEP site ([www.omep.org.uk](http://www.omep.org.uk)) also has word about the OMEP Tsunami Appeal. It should be updated as we know more about what shape the project will take.

Leah Adams

[leah.adams@emich.edu](mailto:leah.adams@emich.edu)

Vice President for North America and the Caribbean

# OMEP TSUNAMI APPEAL

*It is now estimated that over 300,000 people were killed in the initial tsunami disaster on December 26, 2004, and over 100,000 will be impacted by injury and disease in the aftermath.*

*100,000 children have lost parents.*

*(The Sunday Times(London), January 9, 2005)*

## OMEP WANTS TO RESPOND!



**OMEP,**  
**The World Organization for Early Childhood Education,**  
with its history of being concerned about the world's children,  
their education and their well being,  
**wants to respond to the recent tragedy in Asia.**

UNICEF Executive Director Carol Bellamy said, "There are four basic measures that must be implemented to give this devastated tsunami generation a fighting chance."

1. Keeping children **alive**.
2. Caring for **separated children**.
3. Ensuring that children are **protected from exploitation**.
4. Getting them **back in school** as quickly as possible.

The relief campaign must help children cope with their trauma and train adults who interact with children – such as teachers and health workers – to spot the signs of severe trauma. "Nothing will signal hope more clearly than rebuilding and reopening schools," Bellamy said. "Being in a learning environment gives children something positive to focus on, and enables the adults around them to go about the business of rebuilding with greater confidence." She noted that schools have been damaged and destroyed in every tsunami country, with ongoing assessments to survey where and when learning can be re-established.

"I'm not satisfied that the global relief effort is focused enough on the more than 1.5 million children made vulnerable this calamity," Bellamy said. "We need to push ourselves to the next level of urgency."

**OMEP wants to respond!**



## **OMEP wants to respond!**

Since OMEP is not a relief organization and does not have the funds or a current system of mobilization for extensive collection and distribution of urgently needed emergency supplies, OMEP will work together with UNICEF to address this tragedy with a suitable and well-planned project that looks at long-term needs related to early childhood education.

**OMEP is responding by conducting a special appeal from February 1 to March 20, 2005. Direct donations or proceeds from fund-raising events may be forwarded by March 20, 2005 to:**

**Milly Cowles, OMEP-USNC Treasurer**  
**P.O Box 1436**  
**Fairhope, AL 36533-1436**  
**Email: [mcowles@bellsouth.net](mailto:mcowles@bellsouth.net)**

Checks should be made out to OMEP-USNC.

The funds will be used to work in conjunction with UNICEF and the OMEP National Committees in the Asia and Pacific Region on a specific project that addresses the reestablishment of education and care of children in the affected region.

## **OMEP wants to respond!**

The OMEP World Executive Committee will meet April 2-3, 2005, to determine what the OMEP project will be, based on the funds received and suggestions from UNICEF and the OMEP regions worldwide. The long term needs will be more clearly identified by then; it is anticipated that the OMEP project will support the reestablishment of early childhood programs, help with equipment, school supplies, books or the training of caregivers to support bereaved children. All OMEP funds will go directly into relief efforts..

## **OMEP wants YOU to respond!**

OMEP's special response to the horrendous aftermath of the tsunami in Asia is not a one-time effort. There are many needs of the world's children. The urgent needs of millions of children in Africa are not forgotten. OMEP wants to respond. Please help.

*For more information regarding UNICEF and the needs of the areas affected by the tsunami:*  
[http://www.unicef.org/media/media\\_24721.html](http://www.unicef.org/media/media_24721.html)

**OMEP-USNC**

International Organization for Early Childhood Education  
United States National Committee



**OMEP Reaches Out to Children in Trouble:  
Seeks Help for Rebuilding After the South Asia Tsunami**

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MADISON, WISCONSIN—February 1, 2005

The figures from one of the world's greatest natural disasters continue to stagger the minds of people in every country. It is hard to imagine, but an estimated 100,000 children lost parents in the South Asia tsunami on December 26, 2004. Days and weeks have passed since that day of total upheaval, but for many, especially the children, the world has changed forever. OMEP, the International Organization for Early Childhood Education founded in 1948, is taking steps toward meeting the needs of these children, even as news articles move off the front pages. Information about giving help is given below.

Carol Bellamy, UNICEF's executive director, has summed up the devastation brought on by this event: "There are four basic measures that must be implemented to give this generation a fighting chance: keeping children alive, caring for separated children, protecting children from exploitation, and getting them back to school as quickly as possible."

For many children and adults, the international relief organizations are helping them strive for safety and stability. At the same time, others like OMEP are looking ahead toward the future by helping affected communities rebuild and restore. OMEP will cooperate with UNICEF to address the needs of young children's educational programs. Together, they will design and implement a suitable project to meet the long-term needs of early childhood education communities in the countries affected by the tsunami.

To support the project, OMEP will conduct a special appeal from February 1 to March 20, 2005. In the United States, direct donations from individuals or from fund-raising events made out to OMEP-USNC may be sent to **Milly Cowles, OMEP-USNC Treasurer, P.O. Box 1436, Fairhope, Alabama 36533-1436, [mcowles@bellsouth.net](mailto:mcowles@bellsouth.net).**

The funds will support activities selected by the OMEP World Executive Committee when it meets early in April. OMEP expects the funds will re-establish early childhood programs, purchase equipment and school supplies, and provide training of teachers and caregivers to support bereaved children. All OMEP funds will go directly into relief efforts.

For more information about OMEP-USNC, contact the names given above. For more information regarding UNICEF and the needs of the areas affected by the tsunami, contact: [http://www.unicef.org/media/media\\_24721.html](http://www.unicef.org/media/media_24721.html)

Today Carol Darcy (OMEP-USNC Vice President) and I met with Nurper Ulkuer (Program Officer—UNICEF Early Childhood Development Division). She began the conversation by telling us that the initial phase of assistance (water, food, medical supplies and tents) has been completed. Currently, UNICEF personnel are on site completing an in-depth needs assessment. The detailed information is expected to be available in a few days.

We were interested to hear about the temporary settlements that have been set up to provide a variety of services. We were especially interested to learn about “child-friendly spaces” designated within the tent cities. It is important to understand that the age range served includes children from birth to age 18.

At this time, as the relief effort moves into its second phase, there is an anticipated need to provide Early Childhood expertise to local educators throughout the region. This would include developing EC programs within the settlements, training local caregivers/educators and assisting families.

The challenge for OMEP is to identify members who can serve on an international team, contributing technical assistance to local educators and other community-based personnel. Nurper Ulkuer and I will meet on Feb 7th to write a “pilot” technical assistance proposal. Hopefully, the pilot project can serve as a model for additional Early Childhood initiatives in the region.

Over and above fund raising effort that OMEP will complete by March 27th, this is an opportunity for OMEP to assume an active role in the evolving relief effort—initiating and contributing to the development of EC programs in the region. Further clarification about financial assistance from UNICEF will be forthcoming.

This is an exciting project for OMEP!

Best Wishes to All

Kate Kolchin



*Many things we need can wait...  
the child cannot.  
To them we cannot say tomorrow;  
their name is today.*

*-Gabriella Marella.*

# Busy Hands Can Make a Difference!

Teddies for Tragedies is a project started by Women's Royal Voluntary Services workers (W.R.V.S.) in 1985. They started to knit teddy bears and sent their first batch to Sudan, where the Emergency Care for Children (ECC) nurses were setting up a temporary orphanage in a refugee camp for 2,000 children with tuberculosis. The teddies were such a success that more were requested. Doctors who treat children in the third world found that the teddies were sometimes as important to healing as the medicines, and since each child gets to keep the teddy, a continual supply is needed.

To date the project boasts over 400 volunteers from Canada, the United States, Australia and Europe. Teddies have been sent to Albania, Armenia, Brazil, Calcutta, Costa Rica, Croatia, Jamaica, Lebanon, Mexico, Nepal, Peru, Romania, Thailand, Uganda, and Zambia. If you like to knit and would like to contribute to the project, the following patterns are from the Teddies for Tragedies website. Finished bears or donations of wool or stuffing may be sent to:  
Teddies For Tragedies  
c/o Mrs. Gwen Smith  
16 Farmers Avenue  
Ajax, Ontario  
L1T 3S9 CANADA  
E-mail: [gwens@attcanada.ca](mailto:gwens@attcanada.ca)



## The Knit Teddy Bear Pattern

### Supplies:

Double Knitting wool (worsted weight yarn; or light sports- weight yarn; if using thinner materials, like baby-yarn, use 2 or 3 strands)

Needles: Size of needles depends on the thickness of the wool (material) you are using. Different areas of the world size their needles differently. The best way to find out the right size for your work is do a little patch in plain knit pattern to see how tight your stitches are. The tighter the stitches, the better - so that the stuffing will not show or be able to come through easily. In Canada needle sizes 3½ to 4 all the way to size 6 needles are used, depending on the thickness of knitting material used, but the finished Teddy Bear should be a maximum of 10 inches or 25 cm.

### COLOR CHOICES:

Main color - any "bear" color for head and paws

Trouser color - your choice

Jumper color - your choice

Scarf color - your choice

The brighter colors used for the trouser, jumper and scarf, the livelier the bear will look. Using scraps, and left over or half skeins of materials are ideal for this project.

### Instructions:

Cast on 10 stitches - main color. Knit 10 rows (5 ribs).

Change to trouser color and knit 30 rows (15 ribs).

Put stitches on "holding" needle or use circular needles.

Make another leg in the same way.

Knit across all 20 stitches and work 16 rows (8 ribs).

Change to jumper color and knit 20 rows (10 ribs).

Change to main color for head and also change to stocking stitch.

Work in stocking stitch approximately for 16-18 rows (to form head)

Continue to knit remainder of Teddy — in reverse order. To make arms and paws for the Teddy: stitch down the sides of the head with the appropriate color wool.

With jumper color, pick up 8 stitches either side of the neck (16 stitches in all) and knit 20 rows (10 ribs).

Change to main color and knit 10 rows (5 ribs) for paws.

Sew up Teddy, leaving opening in crotch.

Stuff Teddy with clean, healthy padding such as cotton batting. **FOAM RUBBER MUST NOT BE USED AS BABIES MAY CHEW IT!** Then draw a thread around the neck.

Sew diagonal at the top of the head to make the corners for ears (do not stuff ears). Scarf: cast on 75 stitches, knit 4 rows. Cast off. Tie scarf on Teddy and sew to back of the neck. Please SEW a happy Teddy face with embroidery thread or use the material you knitted with. Make sure that Teddy's "smile" is above the tied scarf. **DO NOT USE ANY BUTTONS, PINS OR OTHER LOOSE MATERIALS TO MAKE THE FACES.** Teddies also require little bags which should measure when completed: - 6-7 inches wide and about 12 inches long, with a drawstring at the top.

Please use ONE CORD at the top as it is better than a double loop.

It should not be much longer than the opened bag, with the ends knotted together, but please no other knots. Please supply the bag if possible, the material and pattern for the bag is your choice.

## The Crocheted Teddy Bear Pattern

### Supplies:

Knitting worsted yarn - small amounts for:

bear color, color for trousers, shirt and scarf.

Crochet hook size: 4.5 mm (or to get a tight tension)

### Instructions:

Begin at foot - chain 10

Row 1 - sc in 2nd chain from hook and in each chain across (9 sc), chain 1, turn.

Row 2 - sc in each sc across, ch 1, turn.

Repeat row until there are 6 rows for foot.

At end of 6th row finish sc with trouser color.

With trouser color work 18 rows for leg of trousers. Fasten off.

Make 2nd leg the same way, but do not fasten off on 18th row, ch 1, turn.

Work across leg and work across the first leg, (18 sc) ch 1, turn.

Work a total of 8 rows for the top of trousers.

At the end of the 8th row finish sc with color for shirt, ch 1, turn.

Make 10 rows for shirt, finish off at end of 10th row, with bear color for head.



Work 26 rows for head. At the end of the 26th row, complete last sc with shirt color. Work 10 rows for shirt, finish off sc at end of 10th row with color for trousers, ch 1, turn. Work 8 rows for top of trousers. At end of row 8, ch 1, turn.

Work across 9 sc for leg, ch 1, turn. Work on these 9 sts for a total of 18 rows. At end of 18th row finish off sc with bear color, ch 1 turn.

Work 6 rows for foot and fasten off. Join trouser color at top of leg and work as for 1st leg, on this side of the bear. Sew up sides of head on wrong side and turn right side out.

Make 7 sc on each side of the head for sleeve in shirt color (14 sc).

Work 12 rows for sleeve. At end of 12th row finish last sc with bear color.

Work 6 rows for paw and fasten off.

Make sleeve on other side to match.

Turn bear to wrong side. Using matching yarn sew up bear, leaving opening in crotch. Turn right side out and stuff bear. Sew up crotch.

With bear color, starting at back of head, run a thread around the base of the head and draw in some to make neck. Fasten off and run ends in.

Make scarf: ch 71. Sc in 2nd ch from hook and in each ch across, ch 1, turn. Make 3 more rows and fasten off. Sew in yarn ends.

Place scarf around neck and fasten with scarf color at back of neck. Tie scarf in a half-knot at front.

**JAKARTA, 14 January 2005**—To protect the lives of Indonesian women affected by last month's earthquake and tsunami, UNFPA, the United Nations Population Fund, has sent 18 tons of equipment and supplies for maternity care to Aceh Province. Contents range from simple supplies for safe and sanitary home deliveries to hospital equipment needed to re-establish emergency obstetric care for those who experience life-threatening complications during childbirth.

"This equipment will give expectant mothers in the tsunami-hit region access to basic health care, and could prevent life-threatening complications from pregnancy," said Bernard Coquelin, UNFPA Representative in Indonesia. He stressed that ignoring reproductive health needs after natural disasters adds to the death toll.

Another craft project to aid children is Knits for Newborns, sponsored by the U.S. Committee for the United Nations Population Fund. The UN Population Fund (UNFPA), operating since 1969, strives to "protect women and children from harm and injury, and to promote life, respect and dignity for all." Reducing maternal mortality is a priority. The U.S. Committee for UNFPA was formed in 1998 to raise moral, political and financial support in the United States for this work. The Knits for Newborns project is one concrete way they offer humanitarian support to new mothers and infants in developing countries. To read more about this important United Nations committee and its work, go to:

<http://www.uscommittee.org/>

To participate in the project, send a homemade baby blanket to:

Knits for Newborns  
Committee for U.N. Population Fund  
220 East 42<sup>nd</sup> Street  
New York, NY 10017

- Enclose a note explaining why you care (include your name, address and e-mail).
- Choose an easy-care multiseasonal yarn such as cotton, acrylic, superwash wool and wool blends.
- Knit or crochet the design of your choice, but keep the finished blanket size to a maximum of 36" or 91.5 cm. square.
- For non-sewers, use the following pattern for a tied blanket using cotton fleece material.

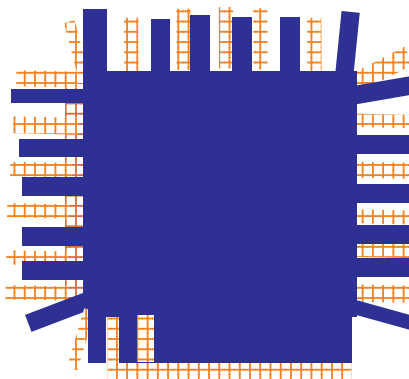
### No-Sew Blanket Pattern

#### Materials:

1 ¼ yards fleece in main color  
1 ¼ yards fleece in contrast color  
scissors

#### Directions:

1. Cut selvage edges off sides and straighten the cut edges if necessary.
2. Lay the main fabric on top of the contrasting fabric, matching corners.
3. Cut a 4-inch square from each of the corners. (Cut a 4" x 4" piece of cardboard as a pattern to trace around).
4. Cut fringe ½ inch wide and 4-inches in along all edges.
5. Tie each main fringe and the contrasting fringe beneath together into a square knot (right over left, and left over right).



# Recommended Reading & Resources



**Northern Ireland: NIPPA – The Early Year’s Organisation.** *Child Care Information Exchange*, September/October 2004. A short summary of the 30 years of challenges this group has faced and how conditions for children have changed in Northern Ireland.

**On Behalf of Their Animal Friends: Involving Children in Animal Advocacy.** Jyotsna Pattnaik. *Childhood Education*, Winter 2004/05.

**Creating Learning Environments That Invite All Students to Learn Through Multicultural Literature and Information technology.** Peggy Moore-Hart. *Childhood Education*, Winter 2004/05.

**Sights and Sounds of Children in ...:**

**A Look at Early Childhood Settings Around the World**

The High/Scope Educational Research Foundation has produced this videotape series in connection with the IEA Preprimary Project, an ongoing international study in 15 countries to examine the nature, quality, and effects of children’s experiences prior to the first full year of formal schooling. Several countries are of particular interest due to the historical weather disaster there- Indonesia and Thailand. Other countries included in the series are: Hong Kong, China, South Korea, Thailand, USA, Poland, Romania, Slovenia, Belgium, Finland, Greece, Italy, Catalonia Spain, Nigeria.

“IEA” is the acronym of the International Association for the Evaluation of Educational Achievement, a non-governmental, nonprofit organization of research institutions, universities, and ministry of education units in over 45 countries that is well known for its 25 years of comparative international surveys in various academic areas. IEA research findings have affected educational systems around the world. In the study which innspired this video series, IEA focused its attention on the effects of early childhood settings on children’s later development.

“Travel with High/Scope researchers as they document what actually happens in early childhood settings around the world. These videotapes dramatically expand our understanding of how themes and resources influence preschool children’s behavior and activities. They reveal how adults interact with children. The series show not only elaborate equipment and settings that some communities provide for their children but also the resourcefulness and caring with which adults serve children even under difficult conditions. Viewing these 15 country videos...is the next best thing to personally visiting over 40 typical early childhood settings in Asia, Africa, Eastern and Western Europe, and the United States.”

The series may be borrowed at local libraries nationwide through Inter-Library Loan service. Set of 15 color videotapes, average 40 min. each. \$350/ set. To purchase, visit: <http://www.highscope.org>

[www.childcareresearch.org](http://www.childcareresearch.org)

**Child Care & Early Education Research Connections** is designed to promote high-quality research to be used in policymaking. It includes a searchable research collection, data sets for secondary analysis, specially developed syntheses, and a 50-state data tool that enables users to compare policies within and across states.

<http://www.uwex.edu/ces/flp/wccrp/>

**The Wisconsin Child Care Research Partnership (WCCRP)** is one of nine federally-funded research partnerships in the United States whose mission is to focus attention on the quality of early care and education in Wisconsin, particularly on services to low-income preschool children, through research and evaluation. Beginning with funding in 2000 from the Child Care Bureau in the Department of Health and Human Services, the WCCRP has a research and evaluation team housed at University of Wisconsin-Extension that conducts surveys, studies, and administrative data reviews related to early care and education. The three partners of WCCRP are the Wisconsin Department of Workforce Development (Child Care Section), the Wisconsin Child Care Resource and Referral (CCR&R) Network, and the University of Wisconsin-Extension. WCCRP produces *Public Policy Options*, a quarterly paper focusing on policy information, and *Brief & To the Point*, a publication featuring research results

<http://www.tcrecord.org>

**TCRecord, the Voice of Scholarship in Education**, at Teachers College, Columbia University, New York, NY, is dedicated to building a useful online site for educational researchers, their students, educators, and all those interested in the field of education. The TCRecord.org weekly email newsletter alerts subscribers to the newest work in the field.

TCRecord.org may also be used as an outlet for your own work. The TCRecord database of articles and links to other online articles can be used to explore online content and develop reading lists for classes. Online threaded discussions and resource sharing make this site dynamic.

<http://www.ed.gov/free>

For research applications, don't forget the excellent variety of teaching and learning resources available at the **Federal Resources for Excellence in Education (FREE)** web site.

### **New website to watch:**

<http://www.kindersite.org/>

**The Kindersite: Where Children Play and Teachers Learn.** The mission of the *Kindersite Project for Preschool and Kindergarten Age Children* is to understand how, or even if, computers and technology should be introduced as a tool of education for young children.

This website consists of 2 major elements:

1. A tool for early learners. The content database offers early learners, with the aid of care-givers, a tool to find and use games, songs and stories, accessing graded content suitable for 2 to 6 year olds from 1000s of other linked resources.
2. A tool for researchers. A system for the collation and reporting of research data which offers researchers a number of options for data acquisition to be followed up offline with email controlled focus groups so as to understand outcomes better. Purpose-built areas of the site may be built for specialized projects.

The site is already being used as a resource by educators in about 95 countries with 260 schools participating in site trials in 34 countries.



## Featured Research Websites



**Research continues to verify the crucial impact of early childhood not only on individual lives but on society itself. Some of the most recent studies regarding outcomes of quality preschool experiences are described here.**

### **Preschool Programs Produce Lifetime Effects**

High/Scope Perry Preschool Project, a well known preschool longitudinal study, has once again followed their cohort of 123 African Americans who were at risk of failing school and attended high-quality preschool programs at the age of 3 and 4. the most recent report reveals the results of the cohort at age 40. This study confirms the earlier results that conclude that the individual who participated in the high-quality preschool programs had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not attend preschool.

For more information visit <http://www.highscope.org/Research/PerryProject/perrymain.htm>

(From *Rights, Raises, Respect: News and Issues for the Early Care and Education Workforce*, The Center for the Child Care Workforce (CCW), November 2004).

### **Economic Investments in Early Childhood Education**

A new report by the Economic Policy Institute, “Exceptional Returns: Economic, Fiscal and Social Benefits of Investment in Early childhood Development” highlights the benefits of investment in a high-quality early childhood program for all of America’s poorest 3- and 4-year-olds. Benefits include savings on government budgets, the economy and reduced crime.

To view the full report visit:

[http://www.epinet.org/books/exceptional/exceptional\\_returns\\_\(full\).pdf](http://www.epinet.org/books/exceptional/exceptional_returns_(full).pdf)

(From *Rights, Raises, Respect: News and Issues for the Early Care and Education Workforce*, The Center for the Child Care Workforce (CCW), October 2004).

### **Closing Early Learning Gaps**

A recent study funded by the David and Lucille Packard Foundation found that academic achievement gaps amongst low-income minority students and the white, wealthy peers, can be eliminated with center-based preschool programs. The report, “preschool for California’s Children”, analyzed over 2,000 demographically diverse California kindergartners.

To view the study conducted by Policy Analysis for California Education (PACE) and the Linguistic Minority Research Institute, visit [http://pace.berkeley.edu/pace\\_publications.html](http://pace.berkeley.edu/pace_publications.html)

(From *Rights, Raises, Respect: News and Issues for the Early Care and Education Workforce*, The Center for the Child Care Workforce (CCW), September 2004).



## **New Report Highlights Universal Access**

The National Institute for Early Education Research (NIEER), a lead research organization in the field of early childhood education, recently released a report that reveals the benefits of prekindergarten for children from all economic backgrounds. The report, “The Universal vs. Targeted Debate: Should the United States Have Preschool for All?” examines the pros and cons of making the publicly funded preschool programs available to all children versus only those who are at risk of failure.

The report is available at [www.nieer.org](http://www.nieer.org). (From *Rights, Raises, Respect: News and Issues for the Early Care and Education Workforce*, The Center for the Child Care Workforce (CCW), Summer 2004).

## **Data Brief on Early School Success and Child Well-being**

*A Statistical Portrait of Well-being in Early Adulthood*, a new *CrossCurrents* data brief from the Child Trends DataBank, examines indicators of well-being and development among children entering kindergarten and describes changes in these indicators as children move from kindergarten to first grade. The brief pays particular attention to differences in children’s progress on these indicators by gender, race and ethnicity, language spoken at home, disability status, and socioeconomic status. For example, it reports that differences on these indicators among socioeconomic and demographic subgroups of children not only persist between kindergarten entry and the end of first grade, but also, in some instances, are widening.

To view this data brief, as well as updates on violent crime victimization, visit <http://childtrendsdatabank.org>.

## **Dutch National Study of the Quality of Center Child Care**

The Dutch Consortium for Research in Child Care (Nederlands Consortium Kinderopvang Onderzoek; NCKO) consists of educational- and developmental psychologists from the Universities of Amsterdam, Leiden and Nijmegen who collaborate on research aimed at improving the quality of Dutch child care for children aged 0 – 4 years.

The reason behind the study is the recent public discussion in the Netherlands about the possible negative effects of child care on the development of young children. This discussion arose based on the results from the large-scale American NICHD study; an investigation of excellent scientific quality into the effects of child rearing in various settings on the development of children, instigated and financed by the U.S. federal government. This study confirmed what had been revealed in previous less extensive studies, namely that the effects of child care on the development of children are highly dependent on the quality of that care. High-quality care has positive effects on the cognitive and language development of children – especially of children from disadvantaged socio-economic backgrounds – whereas long-term, low-quality care can lead to the occurrence of behavioral and emotional problems, especially in combination with poorer family child-rearing.

To view the study and publications of the Centre for Child and Family Studies, Dept. of Education, at the University of Leiden, Netherlands, visit:

<http://www.childandfamilystudies.leidenuniv.nl/index.php3?m=143&c=586#Project>  
<http://www.childandfamilystudies.leidenuniv.nl/index.php3?m=143&c=587>

## **Report Shows:**

### **Serious Disparities Remain in How Well Young Children Are Prepared for School**

(New York, NY)—Are young children getting the social, developmental, and health care support they need to be ready for school? For too many, the answer is no, says a new Commonwealth Fund/Child Trends chartbook on how young children are faring in America based on a number of key developmental indicators.

Despite progress, the report shows that many American children remain at a serious disadvantage because they have problems with physical, social, emotional, and intellectual development that go unrecognized or untreated, creating barriers to achieving their full potential. Children from families with low incomes, low parent education levels, and children from minority households are at even greater disadvantage, says the report released today: *Early Child Development in Social Context: A Chartbook*.

“It’s clear that we deliver children to school on a very uneven playing field, and there is much more we can do to help all children be prepared to learn. Pediatricians can make a big difference, for example, just by asking parents how much television their children watch, and by encouraging parents to read regularly to even very young children,” says report co-author Michael Weitzman, MD, executive director of the American Academy of Pediatrics’ Center for Child Health Research. “We all pay for failure to address these issues early on,” he says.

“Pediatricians and other health practitioners who have regular contact with children and families are in the best position to identify developmental problems at early, more treatable stages,” says Commonwealth Fund Assistant Vice President Ed Schor, MD. “Efforts such as having child health care providers routinely screen young children for developmental problems and improving communication between those providers and others in the community who serve young children and their families are important steps toward ensuring that children get the best start in life.”

The report reviews more than 30 indicators of development and health for children up to age six, along with social factors in the family and neighborhood that affect their readiness for school. The compre-

hensive overview relies on original and existing research to present how young children are faring on:

- Indicators of intellectual development, such as reading and math proficiency;
- Indicators of socio-emotional development, such as behavioral self control;
- The link between good health practices and social, emotional and intellectual development of young children; and
- The effects of family function and parental health on how young children grow and develop.

The report’s lead authors, Dr. Weitzman and Brett Brown, Ph.D., Director of Social Indicators Research at Child Trends, a nonprofit research center dedicated to improving the lives of children, say their analysis shows there remain sizable gaps in average levels of intellectual development that need to be bridged if a child is to succeed in school.

The report shows that when it comes to reading and math proficiency as well as expressive language, minority students and children whose parents are less educated do not start out on equal footing with other children. For example:

- Only 38 percent of kindergarten children whose mothers lack a high school degree are proficient at recognizing letters—a basic stepping stone to reading—compared with 86 percent of kindergarteners whose mothers have graduated from college.
- Minority kindergarteners are much less likely than non-Hispanic white children to use complex sentence structures at an intermediate or proficient level—20-21 percent for non-Hispanic blacks and Hispanics, compared with 41 percent for non-Hispanic whites.
- Only about one-third of kindergarteners whose mothers had less than a high school education could count beyond 10 and perform sequencing patterns appropriate to their age, compared with 79 percent of kindergarteners whose mothers had a bachelor’s degree or higher.

“These gaps should be raising alarms,” says Dr. Brown of Child Trends. “Early reading proficiency is strongly related to future reading ability and academic achievement. Reading deficits at an early age have been found to widen over the elementary school years, and for many kids these deficits persist throughout school and into adulthood.”

To address these gaps, the authors say pediatricians should integrate more developmental assessments into their well-child examinations. For example, they can more aggressively disseminate information to parents about the benefits of early literacy, including encouraging parents to begin reading to children during the first year of life. And they should be asking parents a checklist of questions to assess a five-year olds' math proficiency.

The chartbook also shows how family functioning and parental health relate to disparities in intellectual and social development at an early age. For example:

- While more than one-half of all children under age three are read to every day by their parents, one in five are read to less than three times a week. Children who live in homes where English isn't spoken face particular problems. Only 15 percent of Hispanic children in Spanish-speaking households are read to every day.

Citing a national program called "Reach Out and Read," the authors say that studies have shown that children with health care providers who discuss with parents the importance of reading to their young children are more likely to be read to every day.

In addition, not all parents seem to have gotten the message about the downsides of too much television for young children. According to the chartbook:

- About one-third of children through age 3, and 43 percent of children between the ages of four and six have a television in their bedroom.

The authors say practitioners can measure children's media consumption during well-child visits, during which time they can educate parents on the effects that too much television viewing have on children's health and development.

The authors say parents need to provide more structure to children, including instituting regular bedtimes and mealtimes as well as regulating the type and amount of television their young children watch.

Other highlights of how children are doing from the report:

- Kindergarteners whose parents are depressed are more likely than other kindergarteners to exhibit socio-emotional problems. Kindergarteners living in families below the federal poverty threshold are much more likely than other

kindergarteners to have depressed parents. Non-Hispanic black kindergarteners are more likely than other kindergarteners to have parents at risk for depression.

- While nearly one-half of insured children between ages two and five have seen a dentist in the last year, just over one quarter (27 percent) of those without health insurance have had regular dental checkups.
- One-quarter of children with health insurance have not had a vision screen prior to entering kindergarten, while one-third of children without health insurance have not had that essential screening.

The report is the latest in a series of chartbooks on children's health in the United States. As children are starting off or heading back to school, it is a reminder to all health professionals of the significant role they can play in identifying developmental problems at an early stage, and working with parents, schools, and community services to address them. In April 2004, the Commonwealth Fund also released *Quality of Health Care for Children and Adolescents: A Chartbook*.

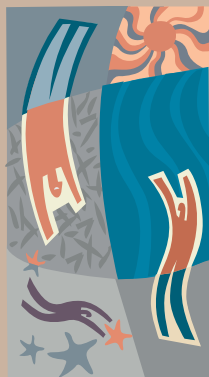
The Commonwealth Fund is a private foundation supporting independent research on health and social issues.

The Chartbook is available in PDF format at: [http://www.cmwf.org/usr\\_doc/ChildTrends-Chartbk2004h.pdf](http://www.cmwf.org/usr_doc/ChildTrends-Chartbk2004h.pdf)

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## Nobel Economist Sees Decline in Productivity Unless U.S. Invests in Preschool Programs



**“Learning begets learning and skill begets skill. Early advantages accumulate, so do early disadvantages.”**

Washington, December 2004-

A Nobel prize-winning economist sees a future of declining wages and lower productivity unless America increases investments in its preschool-age children.

In *The Productivity Argument for Investing in Young Children*, James Heckman, 2000 Nobel Laureate, and Dimitriy Masterov, both of the University of Chicago, project a potentially grim economic future and a twilight for the American industrial and technological age as the U.S workforce loses the educational skills necessary to compete in the global market.

“Over 20 % of US workers are functionally illiterate and innumerate, a much higher percentage than in European countries,” Heckman and Masterov wrote. “It is especially problematic that poor environments are more common in the minority populations on which America must depend for the growth in its future labor force. Until adverse family environments are improved, one cannot rely on growth in the skill of these groups to propel growth in workforce quality at the rate we have experienced in the past.”

An accumulating body of evidence suggests that early childhood interventions are much more effective than waiting until children are

in school or remedies that attempt to compensate for early neglect later in life. “Learning begets learning and skill begets skill. Early advantages accumulate, so do early disadvantages,” the authors said.

Heckman’s & Masterov’s paper was presented at a conference for business leaders convened by the Committee for Economic Development (CED) with support from the PEW Charitable Trusts and PNC Financial Services Group. Since the 2002 release of *Preschool for All: Investing in a Productive and Just Society*, CED has been working to make universal access to quality free early childhood education a reality in the U.S. Since 2001, the Pew Charitable Trusts has invested over \$33 million to advance high quality prekindergarten for all three-and-four-year-olds. Its efforts have supported public information and advocacy initiatives in 15 states. PNC Financial Services Group supports preschool education through its PNC *Grow Up Great* program, the \$100 million, 10-year investment to improve school readiness through grants, volunteerism, advocacy and awareness. PNC’s partners include Sesame Workshop, Family Communications Inc., PBS stations, Head Start, and others.

To view the full text along with a summary visit: [www.ced.org](http://www.ced.org)



# *Top Ten Things I Really Needed to Know*



## *That I Learned From Riding a Bicycle*

*by Rick Krumweide, with apologies to Robert Fulghum and David Letterman.*

10. You can take lots of different routes to get to the same place.
9. It's hard to read a map when you're moving.
8. You can ride farther and longer if you don't start too fast at the beginning.
7. There's no substitute for time in the saddle.
6. With the right attitude, and equipment, you can climb any hill.
5. A wider tire may not be as fast as a narrower one, but it doesn't go flat nearly as often.
4. Riding into a head wind with a group is always easier than doing it alone.
3. If you don't lubricate the chain, it will squeak, especially after it rains.
2. Be careful on downhills. It's easy to go too fast, lose control, and crash.

And the number one thing I really needed to know that I learned from riding a bicycle:

1. Don't ride with your mouth open. You never know what you might have to swallow.

*Reprinted with author's permission.*



## *Viewing the World's Future: A Festival of Children's Films*

NAEYC Annual Conference  
Thursday & Friday mornings, November  
11 and 12, 2004  
Anaheim, CA

- Approximately 200 persons attended all or part of the two film festival sessions.
- All 70 participants submitting feedback sheets responded "yes" when asked if OMEP-USNC and NAEYC should co-sponsor a film festival at future NAEYC conferences.
- The Planning Committee recommends that a Children's International Film Festival (CIFF) be scheduled for the 2005 NAEYC Annual Conference, Washington Convention Center, Washington, DC, 7-10 December 2005.

### Committee Members

- Gwen Coe (film source & facilitator)
- Carol Darcy, (Co-chair & film source)
- Judi Estes (facilitator)
- Lita Haddal (facilitator)
- Anna Lucas (NAEYC room & AV arrangements)
- Edna Ranck, (Co-chair and film source)
- Lenore Wineberg (film source & facilitator)

### Individual Contributors

- Civitas, Ashley Roll
- Community Playthings
- David Kleeman (American Center for Children & Media & film source)
- Linda Loeskow (Icelandic artist and educator)
- Faith Rogow (Alliance for a Media-Literate America)
- Talaris Research Institute, Bridgett Chandler



### Handout

Copies of the handout are attached to this report.

The following report summarizes 70 Children's Film Festival feedback sheets collected from the more than 200 participants at two sessions scheduled on Thursday and Friday mornings, Nov. 11 & 12, 2004, 9:00am – 12 noon in a room set up for 30 participants. When dozens more attendees appeared, quick-thinking committee members arranged for an adjoining room and moved in one of the monitors. Some attendees left before the additional room could be set up. A second room was arranged for prior to the second morning session.

The Planning Committee is pleased at the overwhelming positive response from attendees. It also expresses gratitude and appreciation to the invaluable contributions and recommendations from **David Kleeman**, the American Center for Children in the Media (ACCM) and **Faith Rogow**, the Alliance for a Media-Literate America (AMLA). ACCM provided significant advice and guidance and provided two Swedish short films previously shown at the 2002 Prix Jeunesse in Munich, Germany. Rogow of AMLA gave permission to use "Choosing Media for Children Checklist." The Committee expects additional support from both organizations at subsequent film festivals.

### **Who Attended?**

The background information categories on the feedback sheet are a partial replication of the NAEYC membership form. The audience represented EC educators working in a wide variety of settings with age levels ranging from infants to adults. Of the total audience, 47 (representing 67%) were White and the remaining 23 (33%) are Non-white. The majority of 43 are employed in Preschool/Pre-K settings, while 18 others work with infants and toddlers, and 12 work with families. Specific assignments within these settings include 25 classroom teachers, 13 program directors/school administrators, 12 college educators and 20 in positions that include consultant, researcher, home visitor, and parent educator.

### **Why did you come to the Children's International Film Festival?**

Eleven responders selected the Film Festival based on the conference catalogue session title and description. Word-of-mouth did not have much impact (3 attendees). Interestingly, more than a third of the group (35) selected the Film Festival based on personal interests. One wrote, "I like documentary films," while another stated, "Video is such a large part of our lives—a great tool w/children."

Seventeen participants stated that their interest in multicultural experiences and a value for an international perspective influenced their selection. Of this group, four specifically stated that they valued "child advocacy and the UN—Rights of the Child" as the reason for attending the Film Festival. Another group of 22 responders indicated they wanted to learn about "new/available *high-quality* resources." One responder explained, "[I] mainly use films developed by educators. Many are low quality." Another stated, "Films are among the best training tools. They bring the world into the training environment."

### **Recommendations for future Children's International Film Festival**

As previously stated, the total sample (70) indicated that they would like a Film Festival at future conferences. General recommendations were for "more:" a larger room, a larger screen, and an expanded format with more time for viewing and discussion.

One attendee suggested that The Film Festival should be a "keynote session."

An education coordinator/trainer, wrote "Thank You! Thank You!" and added, "We use films to illustrate and reinforce information about child development and the child care industry."

A number of participants requested more information about purchasing films. (All were told that the information would be available on the OMEP-USNC website – [www.omep-usnc.org](http://www.omep-usnc.org).)

Even though there were plenty of the kudos and accolades, future plans will take into consideration opinions of several responders:

"Almost all films focus on so-called American culture—excluding all others. The writer states, "Films should be chosen to illustrate a multiplicity of cultures and people" and recommends that the committee "choose different pieces from different parts of the globe."

### **Note of explanation about Festival goals:**

—Availability to the Committee and attendees: The Committee selected films that were readily available to its members to avoid the need to search for or to purchase, **and** that were available to the general early childhood community.

—Themes: The selected films focused on aspects of children's rights, child development and ways cultures transmit values to its children. Films from Canada, Iceland and Sweden were shown, in addition to American educational and commercial films. Unicef was one of the largest sources of films; we felt these transcended national boundaries. The Committee anticipates that as contacts with other film sources expand, a wider variety of films – current and archived – will be included.

—Time Factor: With only six hours to introduce, show and discuss the films, the Committee could not be exhaustive.

—Using Films: A major goal was to demonstrate to attendees how to view, assess and discuss films with their own group of student teachers, staff members or parents.

### **Participants suggested the following films for future festivals:**

- Entre et Avoir/To Be and To Have (French)
- Free To Be You and Me
- Monet's Garden (Swedish b/w)
- On Giants Shoulders
- Shrek and Shrek 2
- The Little Camel
- The Story of the Weeping Camel (Mongolia)
- The Red Balloon



**Other films to add to this list for consideration** are Lemony Snicket's Series of Unfortunate Events, Shark Tale, Sponge Bob Square Pants and The Incredibles (Pixar).

**Additional companies to contact for suggestions include:**

- Appalshop (Whitesburg, KY)—Films from Appalachia)
- Davidson Films
- New Day Films
- PBS Kids

**Specific film topics participants would like to have included are:**

- Transitions (w/in EC settings, between EC settings)
- Importance of Play
- Perspectives of Children (Muslim and other cultures and nationalities)
- Disabilities
- Films from more countries

**How do you use films and videos?**

The response to the use of films and videos was divided into two major categories, use with children and use with adults. In terms of children, there was general consensus that use is "limited" among the group of Film Festival participants. Several responders specifically state that children in their programs rarely see films/videos at all. For example, a participant explains, "We do not often use videos with children—we are very focused on active learning at our school." However, several indicate that viewing is limited to "twice a month" or on "bad air or rainy days." In one program, the responder writes that the program "only uses " PBS educational resources."

In contrast, for those participants working with adults, the use of films and videos is extensive. "Parenting Training" and "Professional Development (PD)" programs/training workshops are the two primary uses mentioned. A college teacher in a teacher preparation program wrote that the use of films and videos is an "alternative to lecturing." Another college educator wrote, "I work with ECE student teachers. Many—if not most—are visual learners. I constantly look for films to share with them." A Primary/School age education coordinator/trainer wrote, "Usually I train staff on the "norm." Will begin to train on the "truth."

**Planning for December 2005 Film Festival**

The overwhelmingly positive feedback suggests that planning a festival for the upcoming Washington, DC conference will be well received. Therefore, the committee recommends that a 2<sup>nd</sup> Children's International Film Festival be held during the 2005 NAEYC Annual Conference to be held in Washington, DC, 7-10 December.

1. **Co-sponsors:** NAEYC and OMEP-USNC
2. **Committee Co-Chairs:** Edna Ranck and Carol Darcy
3. **Committee Members:** Gwen Coe, Judi Estes, Lita Haddal, Lenore Wineberg
4. **NAEYC Contacts:** Karen Hughes, Anna Lucas (Conference Office)
5. **Space, Equipment and Technical Support**

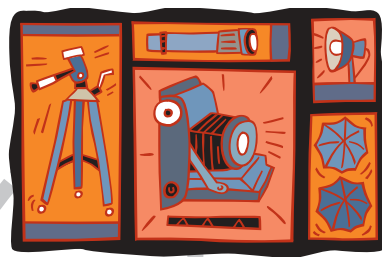
The following recommendations are based on the experience of the committee members and the attendees' feedback:

— **A larger space.** We recommend a theater space with an occupancy of at least 100-125 per session. If no such theater is available, then a similar room could be set up with a large screen at the front of the room.

— **AV equipment.** In addition to a large screen at the front of the room, if the room is large enough, it would be helpful to have two monitors along either side of the room. We expect to rely solely on videos for the 2005 festival.

— **AV technician.** We recommend an AV person be assigned to support the Festival sessions by showing the videos and monitoring the VCR. The technicians at the Anaheim Festival were invaluable. Maintaining tech support will be vitally important with different equipment in a larger space.

**6. OMEP-USNC Session Facilitators**



With the increase in space and anticipated larger audience, there will be need for more OMEP-USNC and NAEYC members involved with the session. This will be a wonderful way to actively involve Regional Representatives and members. The challenge will be to plan ahead so that the members have an understanding of their role as a discussion leader.

Since participants requested “more discussion” time related to the films presented, the preparation and assignments of discussion leaders need to include lead-time with the equipment and videos to view the selected films ahead of time and to develop discussion guidelines. Handouts will be prepared ahead of time and distributed to attendees.

In Anaheim, Edna and Carol lead brief whole group discussions with support from other Board members. In the future, with more participants it might be more effective to have some break out discussion groups. If this were the case, the organization of films viewed in a given segment would need to be spelled out. For example, 9-9:40 (Such and Such Films shown with 15-20 minutes for discussion. Following a set format like this, the audience would know that every hour on the hour films would begin and that discussions would start forty minutes later.

## 6. Film Selection

There was relatively little “criticism” about the choice of films, although some requested films, depicting more and different cultures (i.e. Muslims, other nationalities). A longer lead-time could provide a wider selection of films. We can also report if the lack of available films.

In addition, the committee recommends that we explore the development of workshop sessions related to film and media literacy. For example, a panel could explore the pros and cons of “media impact.” Some speakers to consider include **Diane Levin**, an OMEP-USNC member well known for a point of view about film and video content for children; **Faith Rogow**, with the Alliance for a Media-Literate America, **Charlotte Brantley**, Ready to Learn, PBS; and **David Kleeman**, executive director of the American Center for Children and Media. The potential for a lively discussion in today’s media-saturated world is rich.

Other questions up for discussion in small sessions include

—Young Children and Fantasy: How do children relate to film characters?

—Media in the Classroom: What do educators need to know that can ensure high-quality choices provided in child care settings?

—Media in the Home and the Community: What do families need to know about children’s viewing experiences?

For future consideration, there is a potential for a “pre-conference institute’ that would combine these ideas. This is not to suggest that the Film Festival be dropped during the conference, but that the expansion of the successful initial program could go in several possible ways. In every case though, OMEP-USNC would be a major player in designing and orchestrating the development of the program. This will be particularly critical as attention focuses on multiculturalism and specifically the films that directly address the Convention on the Rights of the Child or indirectly serve to educate early educators about the plight of children and families worldwide.

Report written by Carol Darcy and edited by  
Edna Ranck  
14 January 2005





## The Young Years: Zero to Three, Preschool and Primary Care and Education

The 2004 Annual OMEP Poster Session held at NAEYC was a resounding success. Held adjacent to and immediately following the NAEYC session on Global alliances, many were able to participate in both sessions. a lovely presentation of refreshments, hors d'oeuvres, fruit, cheeses and crackers were served by the Anaheim Hilton catering staff. Programs were available to guests at the cocktail tables throughout the double room. The poster displays surrounded the room where guests were able to converse with each poster author. Many cards and addresses were exchanged during the conversation hour as guests discovered shared interests.

This year's poster session participants and their research projects are presented here. The theme was selected to parallel the focus of the UN Global Education program. This theme will be repeated for the 2005 OMEP-USNC Poster Session. Get ready to present! A call for proposals has already been issued. Watch for the form in the next issue of the OMEP-USNC Newsletter or go to: <http://omep-usnc.org>

**Title:** The Young Years and Emergent Literacy – Begin with Books

**Author:**

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Worcester State College  
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Worcester, MA 01602  
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**Abstract:**

This session will share and discuss the research addressing the stage of development of emergent literacy for the young years, zero to three. Included is information regarding literacy behaviors exhibited, meaning making strategies, literacy roles in naming and talking, role of books, and using books with children zero to three. The various categories of books appropriate for infants and toddlers will be addressed. Research based suggestions for teaching practices with books for children in the young years will be discussed. A short video prepared for teachers and parents of children in the young years shows teachers employing emergent literacy strategies with books in infant and toddler centers and in the home environment will be shown.

**Title: Web-Based Communication and Networking to Develop Safe and Healthy Environments for Young Children**

**Author:**

Dong Hwa Choi  
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Terre Haute, IN 47809  
[eechoi@isugw.indstate.edu](mailto:eechoi@isugw.indstate.edu)

**Abstract:**

In early childhood education, collaborative relationships among pre-teachers, daycare providers, or teacher education institutions have been emphasized to provide community-based programs for young children. As a way of establishing collaborative relationships, networking through computer technology has been strongly recommended.

Using a PT3 grant, this project has been developed to infuse computer technology to the pre-service early childhood teacher education program in Indiana State University. Computer technology has been introduced to one early childhood education course, "Infants and Toddlers Care and Education." In the project, pre-service teachers develop websites which demonstrate examples of safe and healthy environments vs. non-safe and unhealthy environments for young children in Terre Haute, Indiana. This project is designed to provide them with a learning opportunity to construct websites which show examples of recommended vs. non-recommended environments for children.

As a result of this project, pre-service teachers have developed abilities to construct web sites to indicate safe and healthy environments vs. non-safe and unhealthy environments for children in their community. Second, pre-service teachers are able to communicate with parents, staff, and community members using web-based information. Third, community members have more concerns regarding how to use computer technology to get involved in networking for their children's proper education.

**Title: Developing Perceptions to Educational Practices and Systems in Third World Countries: Young Children's Education and Play in Cuba**

**Author:**

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**Abstract:**

Cuba is a relatively unknown country to America compared to other Westernized societies. To American educators, it is difficult to have information about Cuban education for young children. Thus, this session will share information regarding the Cuban public education system and young children's daily life. Through this discussion, we will have ideas about overall children's life in Cuba.

**OMEP  
Poster  
Session  
2004**

**Title: Early Education in Ethiopia:  
Current Changes and Prospects  
for the Future**

**Authors:**

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**Abstract:**

This session explores early education in one of the poorest nations in the world – Ethiopia. More specifically, it describes the system of preschool and primary education in this country, current major challenges to early education in the 21<sup>st</sup> century (e.g. shortage of qualified teachers, high drop-out rate among girls, early marriages [as early as age 5], economic constraints, large classrooms, views toward education), and concludes with a description of a major US/AID project conducted by the presenters over the past 4 years which is designed to explore the potential of technology for improving the quality of primary education in this vast nation. This session will also conclude with specific ideas of how OMEP members can collaborate with this project.

**Title: Successful Achievement of a Summer Workshop at Kent State University for the Korean Student: Recasting the Reggio Emilia Approach**

**Author:**

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[hong@star.ks.ac.kr](mailto:hong@star.ks.ac.kr)

**Abstract:**

Pre-Study Reading: Carolyn Edwards, Lella Gandini and George Forman, The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education; Reggio Children, Making Learning Visible.

Visiting and Observation: Reggio-based Kindergarten (Dasom Kindergarten, Yangjee Kindergarten)

Retreat: One night and two days.

Contents of Workshop—2 weeks (July 24<sup>th</sup>~ August 6<sup>th</sup>)

- \* Share, demonstrate, and engage in reflective discussions on diverse images of children, teachers, and parents within RE-based approach
- \* Observe, document, interpret and reflect on children's thinking. Form the Study Group.
- \* Analyze, identify, and construct learning environment as the Third Teacher
- \* Demonstration and theory building of multiple forms of representations
- \* Discussion, interview, small group work, and reflective sharing
- \* Articulate the Inquiry Cycle (Observation, Documentation, Interpretation & Reflection)
- \* Explore and discuss the role of documentation as a process and a tool for listening to, understanding, and supporting children's thinking.

\* Identify the purpose and structures of RE teacher Study Groups.

\* Demonstrate developing culturally relevant Science curriculum contents for young children that reflect on the constructive RE fundamentals.

**Title: Comparing Perceptions and Requirements between Korea and Chinese Mothers about Family Needs for Kindergarten Education**

**Author:**

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[hong@star.ks.ac.kr](mailto:hong@star.ks.ac.kr)

**Abstract:**

This research surveyed 362 Korean (Seoul, Busan) and 509 Chinese (Beijing, Simyang) mothers, totaling 871 mothers, and compared the perceptions and requirements toward the aims, the administration and the contents of Kindergarten Education through a questionnaire. The research results showed that Korea prefers educational and knowledge-based education and China prefers childcare and practical education and service. That is, Korean mothers desired children's educational accomplishments in elementary school, and they did not want them to stay long at kindergarten, since it required parents and teachers' close interaction. Chinese mothers desired a low ratio of teachers and children and they wanted them to be taken care of for a longer time, even 24 hours, if possible, in the kindergarten. But they also required that children should be provided with a nourishing diet and their health be examined regularly. These results will be used as basic documents to compare early childhood education between Korea and China.

**Title: Grassroots Early Care and Education in Ghana, West Africa: One Director's Efforts**

**Author:**

Johnetta Wade Morrison  
314 Gentry Hall  
University of Missouri  
Columbia, MO 65211  
[morrisonj@missouri.edu](mailto:morrisonj@missouri.edu)

**Abstract:**

Early care and education in Ghana, West Africa is growing. The government is unable to financially support the expansion of programs for children under the age of six, as it is finding supporting primary, secondary and tertiary education very difficult. The need for out-of-home programs for young children is consistently growing, particularly in urban area. Proprietary programs are plentiful but many parents needing this care cannot afford the fees. This poster session will present the results of an in-depth interview with a director in Accra, the capital city, who is using grassroots efforts to provide a care and education facility in her community. The information will discuss parent involvement, programming, teacher training, and supervision from the Ministry of Education.



**OMEP  
Poster  
Session  
2004**



**Title: Respect, the Key to Raising a  
Self Confident Child in China: A  
Revolutionary Idea**

**Author:**

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**Abstract:**

The poster session will present the author's invited work in sharing the RIE philosophy to the medical staff, nurses, and students at Shanghai Children's Hospital and Wenzhou Medical College, Taizhou Hospital, Linhai, Zhejiang Province, China Summer. A PowerPoint presentation will accompany the poster. Participants will be able to view young children in child care, my first Parent-n-Me class at Pudong Hospital in Shanghai, infant massage, and baby swimming.

**Title: Children of the Mist:  
Enculturation in a New Zealand  
Kohnaga Rea (language nest  
preschool)**

**Author:**

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**Abstract:**

The purpose of this ethnographic study was to discover and interpret how a group of Maori children experience enculturation in a New Zealand language nest school. Data collection took place over a six-month time period at a preschool in a rural area of New Zealand. The sample was purposefully selected and involved approximately 25 young Maori children. Results of this study indicated that children attending the language nest preschool were meeting the two primary goals set by the Te Kohanga Reo National Trust: to learn the Maori language and to become part of the traditional culture. Information from this research has implications for use in early childhood programs such as Head Start, English as a Second Language, English Language Learners, and other diverse settings with children from different cultures/or countries.

## **Title: Valuing and Supporting Children**

### **Each Month:**

#### **A Project of OMEP-USNC**

#### **Authors:**

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#### **Abstract:**

OMEP Children's Day, November 20, is a national holiday that began in 2003 to honor all children and to promote a better understanding of their needs and rights as human beings. The date was chosen to coincide with the day in 1989 when the UN Convention on the Rights of the Child was adopted. As an International Organization, OMEP brings a broad perspective to this program.

#### *Project Goals*

1. Promote and expand OMEP Children's Day in order to:
  - a. increase respect and improve conditions for all children throughout the year
  - b. work towards the U.S. passage of the Convention on the Rights of the Child (CRC) and
  - c. the implementation in the classroom and the home of some of these rights.
2. Work to have this become an interactive project.

#### *Project Description*

Each month there will be a suggested theme and activities to help children and adults increase their understanding and appreciation

of each other. Activities of children in other countries will be included. Themes will be based on events in children's lives and their basic needs, such as:

holidays and celebrations,  
ways to understand friends who are different,  
focusing on one of the many basic children's rights found in the *UN Convention on the Rights of the Child*, i.e., a right to a name and a home, healthy food, physical and emotional protection, health and health services, an education, a right to leisure, play, and cultural activities, and many others. See the UN Convention on the Rights of the Child for other basic rights- [www.omep-usnc.org](http://www.omep-usnc.org) or [www.unicef.org](http://www.unicef.org).

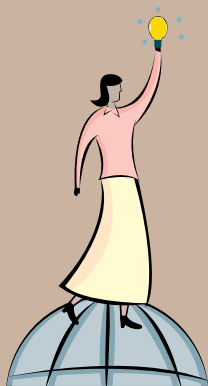
A theme and activities for one month will be on the poster and then on the website. For each theme, general goals, learning outcomes for the children, and suggested resources will be listed. In addition, for some of the activities there will be background information, ways to involve the children, the adult's role for the activity, learning outcomes for the children, and resources required for the activity.

#### *Future of Project*

Throughout the year, the Children's Day Committee will provide a variety of activities that should stimulate discussion and encourage new ideas. With teachers, community workers, and parents sharing their children's activities, the project will continue and also be enriched. The committee would like to receive pictures and descriptions of activities and projects with children that could be shared on the OMEP-USNC website. They invite responses from early care and education professionals nationwide and suggest documentations of individual Children's Day celebrations be presented as OMEP Poster sessions at future NAEYC conferences.

# OMEP Poster Session 2004

# International Conferences



**March 10-12, 2005**

**2nd International Conference on Positive Behavior Support**

**Tampa, Florida**

Phone: (570) 387-6340

Email: [abmstaley@verizon.net](mailto:abmstaley@verizon.net)

Web: <http://www.apbs.org>

This Association for Positive Behavior Support conference is designed for families and professionals, offering information and research that contributes to successful applications of Positive Behavior Support (PBS). The agenda is designed to encourage networking and collaboration for future development of research, practice, and systems changes in the field of PBS.

**March 23-26, 2005**

**The Future of Education — Government, Pedagogy, and Practice**

**Washington, D.C.**

Phone: (301) 570-2111 or (800) 423-3563

Fax: (301) 570-2212

Email: [conference@acei.org](mailto:conference@acei.org)

Web: <http://www.acei.org/confex03.htm>

The Association for Childhood Education International Annual Conference & Exhibition is for classroom teachers, principals, school board members, teacher educators, university students, child care personnel, other caregivers and related professionals. Symposia topics: funding and resources, current issues, innovative ideas that improve teacher training, technical and professional development.

**April 1-3, 2005**

**La qualité: Un seul mouvement, une même passion**

**Saint-Hyacinthe, Quebec, Canada**

Phone: (450) 672-8826

Email: [colloque@rcpem.com](mailto:colloque@rcpem.com)

Web: <http://www.rcpem.com/>

Quality child care is the theme of this conference, organized by Regroupement des centres de la petite enfance de la Montérégie. Workshops will be held on topics such as partnership and research, and the role they play in delivering high quality care.

**April 6-8, 2005**

**The 5th World Conference on Early Childhood Education**

**Morelia, Mexico**

Sponsored by the World Association of Early Childhood Educators (Spanish)

Web: [www.waece.org/morelia](http://www.waece.org/morelia)

**April 11-15, 2005**

**2005 Annual Meeting of the American Educational Research Association:**

**Demography and Democracy in the Era of Accountability**

**Montréal, Canada**

Phone: (202) 223-9485

Email: [2005annualmtg@aera.net](mailto:2005annualmtg@aera.net)

Web: <http://www.aera.net/annualmeeting/?id=282>

Understanding the convergence of three trends—increasing diversity among students within the context of disparities in achievement and resources, increasing tension regarding the role of education in a democracy, and increasing accountability through testing—requires thoughtful and purposeful examination. The goal of this conference is to examine the full range of perspectives on these critical issues as presented by researchers in the United States and the larger international community.

**May 10-13, 2005**

**High/Scope International Conference 2005**

**Ypsilanti, Michigan**

Contact: High/Scope Foundation

Phone: (301) 570-2111 or (800) 423-3563

Fax: (301) 570-2212

Email: [training@highscope.org](mailto:training@highscope.org)

Web: [http://www.highscope.org/](http://www.highscope.org/TrainingConferences/MayTraining/mainpage.htm)

[TrainingConferences/MayTraining/mainpage.htm](http://www.highscope.org/TrainingConferences/MayTraining/mainpage.htm)

The High/Scope Foundation presents an annual training conference in Ypsilanti, Michigan, where the Foundation headquarters is located. Teachers and trainers from throughout the U.S. and other countries choose from a variety of sessions on the High/Scope educational approach.

**May 17-20, 2005**

**World Forum on Early Care & Education**

**Montreal, Quebec, Canada**

Contact: Child Care Information Exchange

Phone: (800) 221 2864

Email: [info@childcareexchange.com](mailto:info@childcareexchange.com)

Web: <http://childcareexchange.com/institute/>

Sponsored by World Forum Foundation, this conference brings together peers from 80 nations dealing with the same professional challenges: training, parent education, advocacy, fundraising, evaluation, and leadership.

**May 26-28, 2005**

**Caring Together: Strength in Partnership**

**Richmond, British Columbia, Canada**

Contact: Early Childhood Educators of BC

Phone: (604) 709-6063

Email: [ecebc@direct.ca](mailto:ecebc@direct.ca)

Web: <http://www.cfc-efc.ca/ecebc/conf.htm>

Early Childhood Educators of B.C. will be hosting this three-day conference in partnership with the

Coalition of Child Care Advocates of B.C., the B.C. Association of Child Care Services and the Westcoast Childcare Resource Centre. Further information on this conference will be posted as planning continues.

**June 2-5, 2005**

**Plan-it Quality**

**Regina, Saskatchewan, Canada**

Contact: Shauna Coons

Phone: (306) 798-2910

Email: [coons@siast.sk.ca](mailto:coons@siast.sk.ca)

Web: [http://www.cccf-fcsge.ca/Events/images/conf2005\\_poster\\_final\\_B&W.pdf](http://www.cccf-fcsge.ca/Events/images/conf2005_poster_final_B&W.pdf)

The National Conference on Early Childhood Learning and Child Care provides an opportunity to address the issue of quality in all aspects of a child's environment. Global leaders will be exploring the topic of quality physical and learning environments for all children as reflected in the Canadian mosaic: wherever they live- in urban, rural, northern communities, and whoever they are- infants, toddlers, preschoolers, school-age, Aboriginal, multicultural, and special needs.

**June 26-29, 2005-02-07**

**New perspectives in Cognitive and Intercultural Learning: From Preschool Education to Information Society**

**Prague, Czech Republic**

Phone: +420 311 672461

Fax: +420 311 671308

Email: [info@svatojanskakolej.cz](mailto:info@svatojanskakolej.cz)

Web: <http://www.svatojanskakolej.cz/html/2005circular.htm>

An international conference on education organized by St. John's College in cooperation with OMEP, Czech National Committee, marking the 10th anniversary of the founding of St. John's College. The special aim of this conference is to start communication and the exchange of experience between the two distant ends of the Eurasian continent, the Far East and the European Union, regarding new approaches to the whole process of cognitive education from preschool to adulthood in an intercultural information society.

**June 29-July 3, 2005**

**Childhoods 2005 Oslo: Children and Youth in Emerging and Transforming Societies**  
**Oslo, Norway**

Contact: Randi Wærdahl

Phone: (011) 47 22 85 53 48

Fax: (011) 47 22 85 82 41

Email: [childhoods@uv.uio.no](mailto:childhoods@uv.uio.no)

Web: <http://childhoods2005.uio.no/index.htm>

Sponsored by the University of Oslo (UiO), the Norwegian Social Research (NOVA) and the Childwatch

International Research Network (CWI), this global conference addresses the world of modern childhood and youth- where new ethno-cultural encounters, technology and globalization shape the structure of social change, new childhoods and the lives of children and young people. The purpose of this event is to place childhood in a global perspective and provide an opportunity for child researchers from different disciplines around the world to strengthen and increase international scientific cooperation.

**July 10-15, 2005**

**Seminar Of The World Organization For Preschool Education (OMEP)**

**7th International Meeting on Initial and Preschool Education of The Latin American Center of References for Preschool Education (CELEP)**

**World Assembly and Meeting of The OMEP Executive Havana, Cuba**

Contact: Ana María Siberio Gómez

Phone: (537) 202-2259

Fax: (537) 204 -5242

Email: [celep@rimed.cu](mailto:celep@rimed.cu) / [celep@ceniai.inf.cu](mailto:celep@ceniai.inf.cu)

Email: [omep2005@desoft.cu](mailto:omep2005@desoft.cu)

Web: <http://www.loseventos.cu/omep2005>

Web: <http://www.omep.org.uk/>

"The educational process for the development of the early childhood: its relevance and quality."

Seminar topics: General principles sustaining the educational process conception; relevance of the educational process in the institution, family and community; ways of organizing the educational process activities; role of games in the educational process; the educator needed to achieve an educational process of quality; evaluation of the educational process; educational process in action: institution, family and community; scientific research aimed to improve quality of the educational process.

Call for papers deadline May 31, 2005.

**September 28-October 1, 2005**

**Kaleidoscope: Changing Images of Childhood — Early Childhood Australia's Biennial Conference**  
**Brisbane, Australia**

Contact: Early Childhood Australia

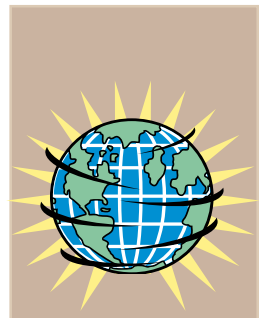
Phone: + 61 7 3368 2644

Fax: + 61 7 3369 3731

Email: [eca2005@ccm.com.au](mailto:eca2005@ccm.com.au)

Web: <http://www.eca2005.com/homepage.html>

A conference to explore creative and inventive approaches to early childhood education, sessions include: popular culture and technologies, cultural diversity, changing relationships in early childhood education and young children's health.



# International Conferences



# Advocacy

One of my objectives for my early childhood courses at the University of Wisconsin Oshkosh is awareness of advocacy activities that can positively change the social environment of children and families. In order to accomplish this activity, students are required to select an activity to take an active stand to better the field and gain understanding of young children and their families through first hand experiences. Initially my students who are very busy working to pay for their education moan about what to do and how they will find the time. After wondering what to do, suggestions are made as to how they can accomplish this activity in their community.

Here is a sampling of some of the worthy advocacy activities that were accomplished in the fall 2004:

"I helped to organize the Mr. Rodgers Memorial Sweater Drive 2004 at my current student placement in Milwaukee. The drive works to collect sweaters for families who cannot afford to buy them themselves. Most of all, from this experience I learned that people are very generous when it comes to helping others in their community."

Tiffany Wolff

"For our advocacy activity we chose to remodel and redecorate the nursery room of the Appleton Evangelical Free Church. This project included making the nursery room more inviting, friendly, and developmentally appropriate. The remodel went wonderfully and everyone at the church was very appreciative."

Amy Brannan, Erin Mohr, Shanalyn Verty, Julia Schroeder

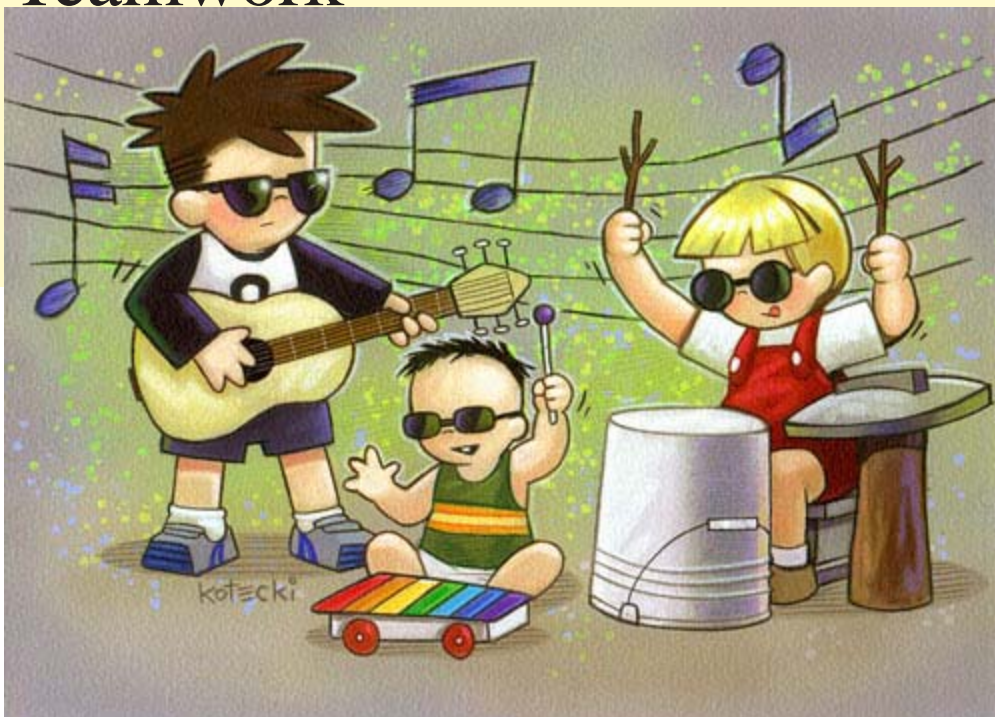
"For my advocacy I played in a charity basketball game. The money raised from the basketball game went to help the Boys and Girls Club of Fond du Lac. It was great to see the children from the Boys and Girls Club at the game. Then I got a chance to see whom the money was going to help."

Michael Nesterick, Kindergarten Teacher

I was elated to see my students assume leadership positions in promoting the causes of children and families. For truly this is one of the responsibilities of future teachers- to be an advocate for children and their families.

Lenore Peachin Wineberg Ed.D  
University of Wisconsin Oshkosh

## Teamwork



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## Global Student Teaching: Experience Life in Another Culture

Since 1989, the Global Student Teaching program (GST) has offered 1115 prospective teachers, from 61 universities, the opportunity to complete student teaching requirements in several regions of the world. GST expands the range of student teaching options and offers a unique opportunity for prospective teachers to develop their teaching abilities and expand their cultural awareness.

If you or someone you know is interested in becoming a Global Student Teacher, visit <http://www.globalst.org> for more information.

## Another Way to Have Friends All Over the World

Headed for a country where you don't know a living soul? As a SERVAS member, one may leave on a journey with pages of addresses. SERVAS is a peace-builder network of 14,000 homes around the world where people welcome travelers committed to ideals of peace.

To find out how to become a SERVAS traveler (and get addresses) or a SERVAS host (and receive travelers - but only at your convenience), go to: [www.usservas.org](http://www.usservas.org)

US SERVAS INC,  
11 John Street, Suite 505  
NY, NY 10038  
Phone: 212-267-0252  
Fax: 212-267-0292  
Email: [infor@usservas.org](mailto:infor@usservas.org)

## United Nations in your curriculum?

Can children understand the power, the potential, and the challenges facing today's United Nations, the one organization in the world that represents the interests, conflicting though they may be, of hundreds of nations of the world?

When planning conferences, why not include some sessions that focus on how to teach about the United Nations to different grade levels, UN resources, and UN associations in different parts of your state?

If teachers would like a FREE COPY of some historic slides of the United Nations that have been put into a Powerpoint format, together with pertinent notes and discussion questions, contact Richard Franz, [richardmfranz@yahoo.com](mailto:richardmfranz@yahoo.com) and visit the UN web page for elementary kids: United Nations CyberSchoolBus.

The United Nations CyberSchoolBus is an excellent resource for global educators. This site features a large variety of resources, curriculum projects, games, and activities about current issues of international importance including human rights, the environment, land mines, urbanization, and health. The CyberSchoolBus is presented in English, Spanish, and French.

Web site: <http://www.un.org/Pubs/CyberSchoolBus>



# Opportunities



OMEP - U.S. National Committee  
A Unit of Organization Mondiale pour l'Education Préscolaire  
World Organization for Early Childhood Education  
c/o Dr.Gwen Coe  
225 Washington Street  
Platteville, WI 53818

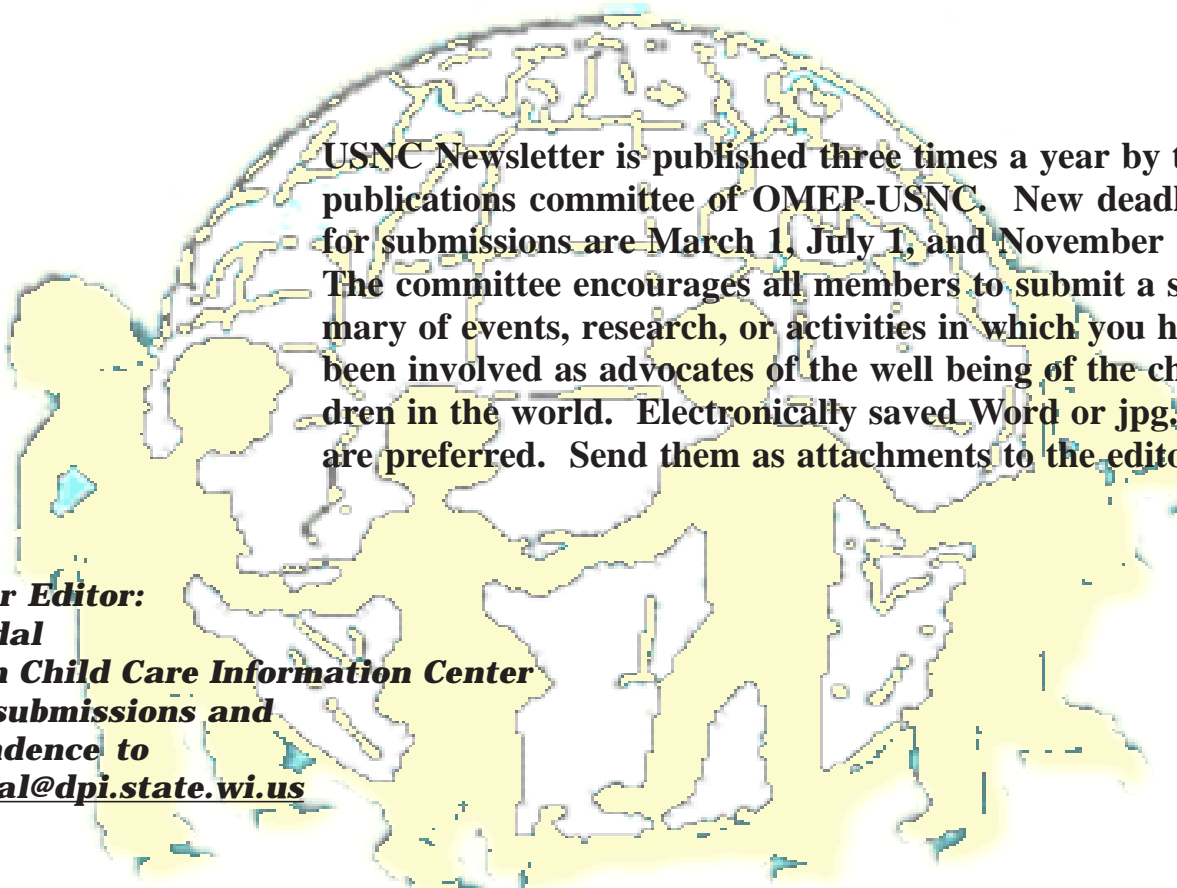
Postage

## Mailing Address

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## Publication Information

A large, faint background graphic featuring a globe with yellow silhouettes of children holding hands around its base.

USNC Newsletter is published three times a year by the publications committee of OMEP-USNC. New deadlines for submissions are March 1, July 1, and November 1. The committee encourages all members to submit a summary of events, research, or activities in which you have been involved as advocates of the well being of the children in the world. Electronically saved Word or jpg. files are preferred. Send them as attachments to the editor.

**Newsletter Editor:**  
**Lita Haddal**  
**Wisconsin Child Care Information Center**  
**Send all submissions and**  
**correspondence to**  
**[lita.haddal@dpi.state.wi.us](mailto:lita.haddal@dpi.state.wi.us)**